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| Monday | Tuesday | Wednesday | Thursday | Friday |
| Math- Whole Class  3rd/4th- Round Robin  Multiples 2,3,4  -Pre-Test Unit 6  -Objective: Measuring and Classifying Angles using a protractor  Vocabulary:  Acute/Obtuse/Right/Straight | Math: Review measuring and classifying angles  3rd- Classifying and name attributes of a line.  -Mimio power point  Guided instruction angle definition sheet.  Vocabulary-RAY/ Line segment, Line, Point  Assessment(Closure Card): Draw and name a line segment.  4th( -Provide practice solving multiplication and division number stories by using diagrams  Mimio work( guided)-Think Aloud  Sage and scribe  Assessment: pg. 138 # 3) | Math:  3rd: Guide children as they model and draw polygons, parallel, and intersecting line segments, rays, lines.  Review: Ray, Line , Line Segment  (Math Masters 167)  Pg. 130( Introduce vocabulary Parallel, Intersection)  Pg. 130 Guided(Mimio)  171 (1+2)sage  3-6 independent  Assessment:  Problems 4+6 (171)  4th grade:  Objective to guide exploration of strategies for division stories  Math Message  Use Multiples to solve division  Math Message  Think Aloud/Model  142(Guided) #1, #2  Independent(142-143)  Assessment: How many 8’s are in 240 | Math:  3rd: Students practice visualizing what image looks like after it is rotated(rotations)  Review Vocabulary: Ray, Line, Segment, Line Segment  Introduce: Clockwise-quarter/half full  Robot game  Hands on- Rotate Polygons  Pg. 132 guided  4th To introduce and provide practice with the partial quotients algorithm  True or False  Mental Math reflexes  Use easy multiple sheet to guide thinking  Model (two problems)  Pg.144 together  Pg. 145 pairs  Assessment:  How many turn is a quarter turn  4th Assessment:  Pg 145  Number 5 | Math:  3rd: To provide an opportunity to explore various types of triangle.  Vocabulary: Triangle, side, angle, vertex.  4th: Division review  Partial Quotients Sage and Scribe in partners. |
| Content/Skills:  Developing and inference and supporting with text evidence using full sentences.  Read aloud: Encounter for reading in the afternoon | Content Skills:  Comprehension practice.  “Something is in my closet”  Answering questions in full sentences  Identifying elements of plot | Writing:  Students develop their character’s problems and resolution with a story planner.  Model:Filling out planner  Think Aloud-Where I place a problem.  Assessment:  Students orally share their problems and solutions in a collective discussion | Content/Skills    Read: Where the Wild Things  Library | Editing practice.  DLI  Nouns/ Verbs  Subject/Predicate  Compose 3 sentences classifying each part of the sentence. |
| RTI:  Telling time review  Play- My time Who’s time  Review perimeter and area  Perimeter and Area investigation table groups  (Task 1: How perimeter can be different, but area is same. | RTI  Time Filler(Mimio)  Area/ Perimeter  Interactive Activity white board  Teach the class(Think Aloud) |  | RT  Area/ Perimeter Assessment  Borrowing  Time Assessment | RTI  Pending on assessment  Small groups  Division/Mulriplication practice |
| Writing:  Objective: Develop Narrative Ideas by planning a problem and solution scene with a prompt.  -Model filling out writing map  Assessment-Problem/Solution Organizer | Writing:  Objective: Students refer to literary devices and explain how they establish mood, tensions, and character’s emotions  Language: Students orally explain how similes create a strong image.  Assessment: Students use two literary devices in their story |  | Writing:  SW identify what elements of the story will be included in their draft and discuss orally in pairs and being planning their drafts using a graphic organizer.  Students will practice using a rubric and explain what they ha completed and work to be done.  Language: To be successful, I completed \_\_\_\_\_\_\_\_\_ in my rubric. I need to work on….. | SW identify what elements of the story will be included in their draft and discuss orally in pairs and being planning their drafts using a graphic organizer. |
| Reading:  Understand Character attributes by inferring with text clues  Read aloud: Encounter  Students discuss inferences made about Native American Chief and European chief  Assessment: I know that the European chief is…. I know this because…. | Reading:  Objective:  Describe how a character develops by referring to evidence in the text and discussing with a partner  Review The True Story of the Three Little Pigs  Assessment: The \_\_\_\_\_\_changes in the story. I know this because. |  | Reading:  SWBAT determine the main idea of a text and contrast supporting ideas and chart them after discussing verbally with a partner.  “The important idea is \_\_\_ because \_\_\_”    Mimio Introduction  Main Idea model for Where the Wild Things Are | Reading:  SWBAT determine the main idea of a text and contrast supporting ideas and chart them after discussing verbally with a partner.  “An important idea is \_\_\_ because \_\_\_, a supporting idea is \_\_\_\_\_.” |